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ABSTRACT

This paper presents the results of a student survey on computer-mediated distance education (DE) at the College of the Canyons. The survey queried students about whether DE fit their lifestyle, previous DE courses, access to a computer, the Internet and e-mail, and whether they would enroll in an on-line course. A total of 906 surveys were distributed and 423 were returned, for a response rate of 46.7 percent. Key results include: 87% had a computer at home, 85% had used the Internet to research a topic, 74% had Internet access at home, 66% had a personal email account, approximately 45% indicated advanced or intermediate experience with e-mail and the Internet, 17% had no experience with e-mail, 9% had no Internet experience, and 3% had no access to a computer. Survey results were used to construct three indices that measure the preparedness of the student body for DE courses: Readiness Index, Technology Index, and Interest Index. Results from the three indices are presented in tables, analyzing data by age, gender, area of residence and other variables. Authors conclude that a good portion of the student body is ready for DE and even expect to learn with computers and information technology. Contains 24 tables. Appendix contains weighted and unweighted for all survey items. (RDG)

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College of the Canyons
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Student Preparedness for Distance Education

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Office of Institutional Development

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Student Preparedness for Distance Education

Distance education is not new. Today's virtual instruction has its roots in correspondence schools. Distance education at College of the Canyons has existed in the form of College by Television (CTV) courses since 1987. The advent of the Internet and the World Wide Web, however, has sparked a rapid increase in the electronic delivery of higher education. Technology-based distance education has grown dramatically in the 1990's.

Online instruction at College of the Canyons is in its infancy. With a healthy skepticism and a certain amount of cautious experimentation, several faculty have begun to develop and offer online courses.

In fall 1998, during the first year of Partnership for Excellence funding, two faculty proposed a project about distance learning and computer-mediated instruction. Drs. Michael McMahan and Floyd Moos observed that "the success of these new teaching modes depends upon carefully attending to the quality of instruction issues and to carefully understanding the student population which would enroll in these classes and applying this knowledge to the design of curriculum."

Working with the Office of Institutional Development, a survey was developed to secure information about the potential student population for computer-mediated courses. Some of the questions were adapted from a similar survey entitled "Are Distance Learning Courses For You?" used by DeAnza College's Distance Learning Center. The resulting questionnaire queried students about whether distance education courses fit their circumstances or lifestyle, whether they had previously taken a distance learning course, whether they had access to a computer, Internet, and e-mail, whether they would enroll in an on-line course, and factors which might encourage them to enroll in distance learning courses. In addition, students were asked to include information about their age, sex and home Zipcode. The survey instrument was anonymous. No respondent names or identifying information were requested. A copy of the questionnaire is attached as the last item in the appendix.

In April 1999, an electronic file was secured from the Computer Center of all classes being offered during the week of May 3rd. A list of 40 classes were selected which would provide a representative sample that reflected the age and gender parameters of the college student population. Survey packets were assembled and placed in faculty mailboxes prior to Monday, May 3rd. A total of 906 surveys were distributed to faculty. They were instructed to administer the survey during the week of May 3rd and to return the packets by Wednesday, May 12th.

A total of 26 of the 40 classes completed the survey, for a class response rate of 65.0 percent. Since final exams were only two weeks away, no follow-up effort was made to secure responses from the other faculty. A total of 423 completed surveys were returned, for a student response rate of 46.7 percent. This latter response rate can be affected by student absences and course withdrawals.

Representativeness

Did the sample represent the population from which it was drawn? Table 1 shows the breakdown of the sample and the population by age and gender.

Table 1.

Representativeness of the Sample

	Student Population	Sample	Difference
Gender			
Females	53.4%	58.8%	5.4%
Males	46.6	41.2	-5.4
Age Groups			
19 or less	29.8%	32.8%	3.0%
20-24	28.0	35.9	7.9
25-29 10.0	10.0	8.9	-1.1
30-34 8.2	8.2	7.0	-1.2
35-39 8.4	8.4	4.8	-3.6
40-49 10.8	10.8	8.7	-2.1
50 and above	4.7	1.9	-2.8

The sample was not markedly divergent from the population. One of the sample age groups was not, however, closely matched with the population parameter. The sample contained a higher proportion of those age 20-24 (+ 7.9%). Similarly, the sample over-represented female students (+ 5.4%).

The sample was compared against the population data by home Zipcode to determine whether respondents matched the total student body in their geographic distribution across the District. Table 2 shows that the sample closely matched the population by this factor.

Table 2.

Representativeness of the Sample by Home Zipcode

Zipcode	Student Population	Sample	Difference
91310	0.1%	0.5%	0.4%
91321	9.6	9.4	-0.2
91322	0.1	0.2	0.1
91350	16.9	16.7	-0.2
91351	19.9	21.8	1.9
91354	5.4	5.1	-0.3
91355	11.9	14.3	2.4
91380	0.4	0.2	-0.2
91381	2.4	2.2	-0.2
91384	5.2	5.8	0.6
91385	0.1	0.2	0.1
91386	0.2	0.2	0.0
Outside District	27.8	23.4	-4.4

Because a portion of the population was over-sampled, the weighting process was used to estimate population parameters. The data were weighted by age groups and gender to create a set of data more closely representative of the Spring 1999 college student population. Home Zipcode was not used as a weighting factor. The following values were used to weight the data.

Table 3.

Weighting Values

Gender	< 19	20-24	25-29	30-34	35-39	40-49	50+	Total
Females	18.805	15.815	22.318	22.444	36.615	23.500	41.667	20.416
Males	22.458	19.368	29.533	32.182	51.500	39.300	95.000	25.327
Total	20.390	17.436	25.243	26.138	41.316	27.889	55.000	22.444

Data Analysis

The descriptive statistics, frequency tables, and analyses of means are included in the appendix:

- Part One contains descriptive statistics and frequency tables for all questionnaire items, unweighted.
- Part Two contains descriptive statistics and frequency tables for all questionnaire items, weighted.
- Part Three contains descriptive statistics and frequency tables for derived items: District Communities (from ZIP Codes), Readiness Index, Technology Index, and Interest Index, weighted.
- Parts Four, Five, and Six contain weighted analyses of means for Readiness Index, Technology Index, and Interest Index by Age, Gender, and District Communities (from ZIP Codes).

Results

When the descriptive statistics were examined, some striking results emerged:

- 87 percent of the student body had a computer at home.
- 85 percent had researched a topic using the Internet/World Wide Web.
- 78 percent had used an Internet search engine to seek out information for a class.
- 74 percent had Internet/World Wide Web access at home.
- 66 percent had a personal e-mail account at home.
- 45 percent of the student body indicated they had either "advanced or intermediate experience" with e-mail.
- 43 percent of the student body indicated they had either "advanced or intermediate experience" with Internet/World Wide Web use.
- 25 percent do not have a personal e-mail account.
- 17 percent had "no experience" with e-mail.
- 9 percent had "no experience" with Internet/World Wide Web use.
- 3 percent had no access to a computer.

Readiness Index

One of the primary goals of the survey, was to determine the readiness of the student body for distance learning courses. To provide a clearer picture of students' total readiness, an index was developed that combined the responses to nine questions used from the DeAnza questionnaire plus one additional question developed locally. The Distance Learning Center at DeAnza uses the questionnaire to help students determine whether distance learning courses might fit their circumstances or lifestyle. To help students interpret their scores, the scoring directions provide the following prompts:

- Total score in the top one-third of total possible points = "distance learning is a real possibility for you."
- Total score in the middle one-third of total possible points = "distance learning courses may work for you, but you may need to make a few adjustments in your schedule and study habits to succeed."
- Total score in the bottom one-third of total possible points = "distance learning may not currently be the best alternative for you..."

Responses to the first 9 questions and question 19 of the Distance Learning Survey were used to calculate the Readiness Index score. (Question 19 was also used in the Interest Index.) Three (3) points were added for each "a" response, two (2) for each "b" response and one (1) for each "c" response. Scores ranged from 10 through 30. The higher the score, the greater the readiness for distance learning courses.

The items in the index were examined using the Reliability Analysis procedure of SPSS. Items were discarded that detracted from the Cronbach alpha, which measures the internal consistency of the model through inter-item correlation. Statisticians set a standard alpha of .70 for simple indexes. The analysis resulted in a Cronbach alpha of .5102. Therefore, the inter-item correlation for the Readiness Index is not as high as the other two indexes.

Figure 1 and Table 4 show the frequencies of the Distance Learning Readiness Index. None of the respondents scored below 14, or above 29.

Figure 1.

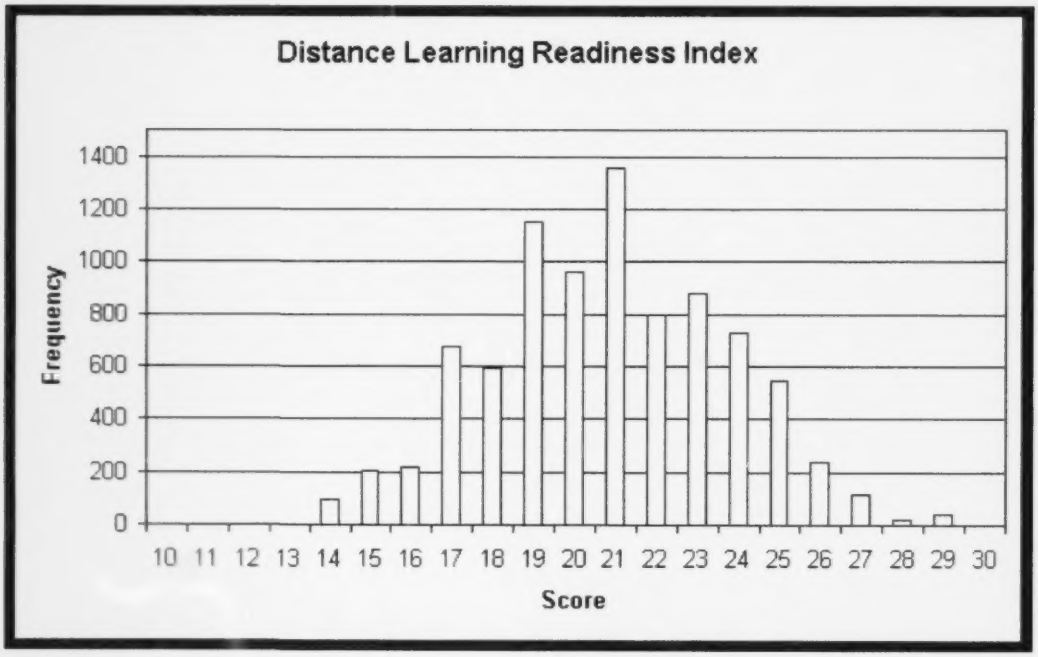

Table 4.

Distance Learning Readiness Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	92	1.0	1.1	1.1
	15	205	2.2	2.4	3.5
	16	215	2.3	2.5	5.9
	17	678	7.3	7.9	13.8
	18	595	6.4	6.9	20.7
	19	1152	12.4	13.4	34.1
	20	962	10.4	11.2	45.2
	21	1355	14.6	15.7	61.0
	22	795	8.6	9.2	70.2
	23	876	9.4	10.2	80.4
	24	730	7.9	8.5	88.8
	25	547	5.9	6.3	95.2
	26	237	2.5	2.7	97.9
	27	118	1.3	1.4	99.3
	28	22	.2	.3	99.5
	29	39	.4	.5	100.0
	Total	8619	92.8	100.0	
Missing	System	673	7.2		
Total		9292	100.0		

The Readiness scores were then collapsed into three categories, similar to those used by the Distance Learning Center at DeAnza College. Table 5 shows the percentages of the weighted sample that scored low, medium, or high. Missing values resulted when one or more of the index items were not answered.

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Table 5.

Distance Learning Readiness Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low: 10 through 16	513	5.5	5.9	5.9
	Medium: 17 through 23	6413	69.0	74.4	80.4
	High: 24 through 30	1693	18.2	19.6	100.0
	Total	8619	92.8	100.0	
Missing	System	673	7.2		
Total		9292	100.0		

The Readiness score was then examined by demographic subgroups. Table 6 shows the index score's means and standard deviations by age groups. (Note that these analyses totals will not match frequency tables totals. Means analyses are not possible for missing responses. Refer to frequency tables in appendix.)

Table 6.

Distance Learning Readiness Index

23. Your age:	Mean	N	Std. Deviation
a. 19 or less	20.48	2600	2.75
b. 20-24	20.20	2406	2.72
c. 25-29	21.61	875	2.64
d. 30-34	21.38	736	2.52
e. 35-39	20.77	675	2.74
f. 40-49	22.11	886	3.38
g. 50 or more	21.47	440	3.41
Total	20.83	8619	2.89

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Table 7 provides the Readiness score means and standard deviations by gender.

Table 7.

Distance Learning Readiness Index

24. Your sex:	Mean	N	Std. Deviation
a. female	20.56	4466	2.94
b. male	21.13	4153	2.81
Total	20.83	8619	2.89

Table 8 shows the Readiness score means and standard deviations by cities within and outside the District.

Table 8.

Distance Learning Readiness Index

Home ZIP Code	Mean	N	Std. Deviation
Castaic/Val Verde	21.32	623	3.18
Newhall	20.10	1115	2.59
Saugus/Agua Dulce	21.15	1434	3.16
Canyon Country	20.55	1722	3.30
Valencia	21.24	1719	2.31
Santa Clarita	20.00	16	.00
Outside of District	20.79	1909	2.75
Total	20.84	8538	2.90

Technology Index

Another goal of the survey was to determine the technological readiness of the student body for distance learning courses. To provide a clearer picture of students' total technological readiness, an index was developed. All items in the block **Do you have a computer?"** were analyzed for reliability. First, questions were recoded so that "yes" responses scored 1, while "no" responses scored 0. Questions were recoded so that "no experience" responses scored 0, while "advanced experience" scored 3. Items were discarded that detracted from the Cronbach alpha. This index resulted in an alpha of .7735. The eight items used to reach this alpha were 12a, 12b, 13a, 13b, 14, 15a, 15b, and 16. The index ranged from zero through 12. The higher the score, the greater the technological readiness for distance learning courses.

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Figure 2 and Table 4 show the frequencies of the Distance Learning Technology Index.

Figure 2.

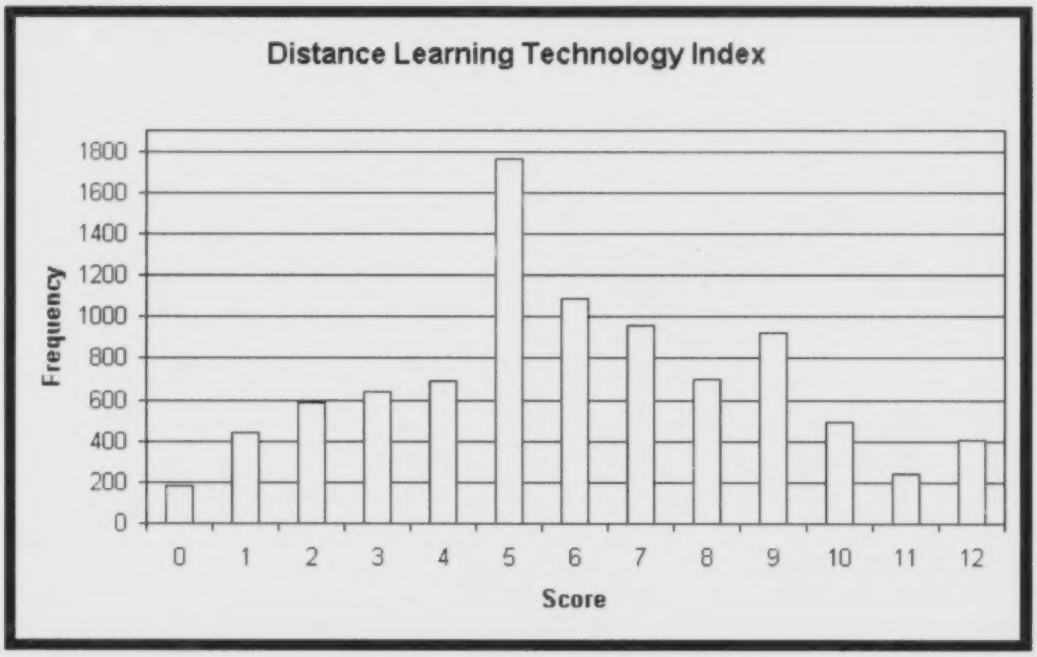

Table 9.

Distance Learning Technology Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	180	1.9	2.0	2.0
	1	437	4.7	4.8	6.8
	2	590	6.3	6.5	13.2
	3	642	6.9	7.0	20.3
	4	692	7.5	7.6	27.9
	5	1766	19.0	19.4	47.3
	6	1090	11.7	12.0	59.2
	7	956	10.3	10.5	69.7
	8	701	7.5	7.7	77.4
	9	921	9.9	10.1	87.5
	10	492	5.3	5.4	92.9
	11	241	2.6	2.6	95.5
	12	406	4.4	4.5	100.0
	Total	9116	98.1	100.0	
Missing	System	176	1.9		
Total		9292	100.0		

The Technology Index scores were then collapsed into three categories. Table 10 shows the percentages of the weighted sample that scored low, medium, or high. Missing values resulted when one or more of the index items were not answered.

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Table 10.

Distance Learning Technology Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low: 0 through 4	2542	27.4	27.9	27.9
	Medium: 5 through 8	4513	48.6	49.5	77.4
	High: 9 through 12	2061	22.2	22.6	100.0
	Total	9116	98.1	100.0	
Missing	System	176	1.9		
Total		9292	100.0		

The Technology score was then examined by demographic subgroups. Table 11 shows the index score's means and standard deviations by age groups. (Note that these analyses totals will not match frequency tables totals. Means analyses are not possible for missing responses. Refer to frequency tables in appendix.)

Table 11.

Distance Learning Technology Index

23. Your age:	Mean	N	Std. Deviation
a. 19 or less	6.05	2709	2.44
b. 20-24	5.85	2547	2.96
c. 25-29	6.44	934	2.81
d. 30-34	6.08	736	3.49
e. 35-39	5.89	785	3.09
f. 40-49	6.00	965	3.41
g. 50 or more	5.73	440	3.01
Total	6.00	9116	2.92

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Table 12 provides the Technology score means and standard deviations by gender.

Table 12.

Distance Learning Technology Index

24. Your sex	Mean	N	Std. Deviation
a. female	5.69	4888	2.75
b. male	6.36	4227	3.06
Total	6.00	9116	2.92

Table 13 shows the Technology score means and standard deviations by cities within and outside the District.

Table 13.

Distance Learning Technology Index

Home ZIP Code	Mean	N	Std. Deviation
Castaic/Val Verde	6.16	562	3.07
Newhall	5.34	1115	2.78
Saugus/Agua Dulce	6.06	1576	2.90
Canyon Country	5.65	1946	2.95
Valencia	6.35	1880	2.90
Santa Clarita	7.00	16	.00
Outside of District	6.41	1925	2.81
Total	6.02	9019	2.91

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Interest Index

In addition, the survey was used to determine the interest of the student body in distance learning courses. To provide a clearer picture of students' total interest, an index was developed. All items in the block **Would you enroll in a distance learning online course?"** were analyzed for reliability. First, questions were recoded so that "yes" responses scored 1, while "no" responses scored 0. Questions were recoded so that responses that indicated no interest were scored 0, while responses that indicated high interest were scored 2 or 3. Items were discarded that diminished the Cronbach alpha. This index resulted in a Cronbach alpha of .7179. The five items used to reach this alpha were 19, 20, 21, 22a, and 22b. (Question 19 was also used in the Readiness Index.) The index ranged from 1 through 8. The higher the score, the greater the interest in distance learning courses.

Figure 3 and Table 14 show the frequencies of the Distance Learning Interest Index.

Figure 3.

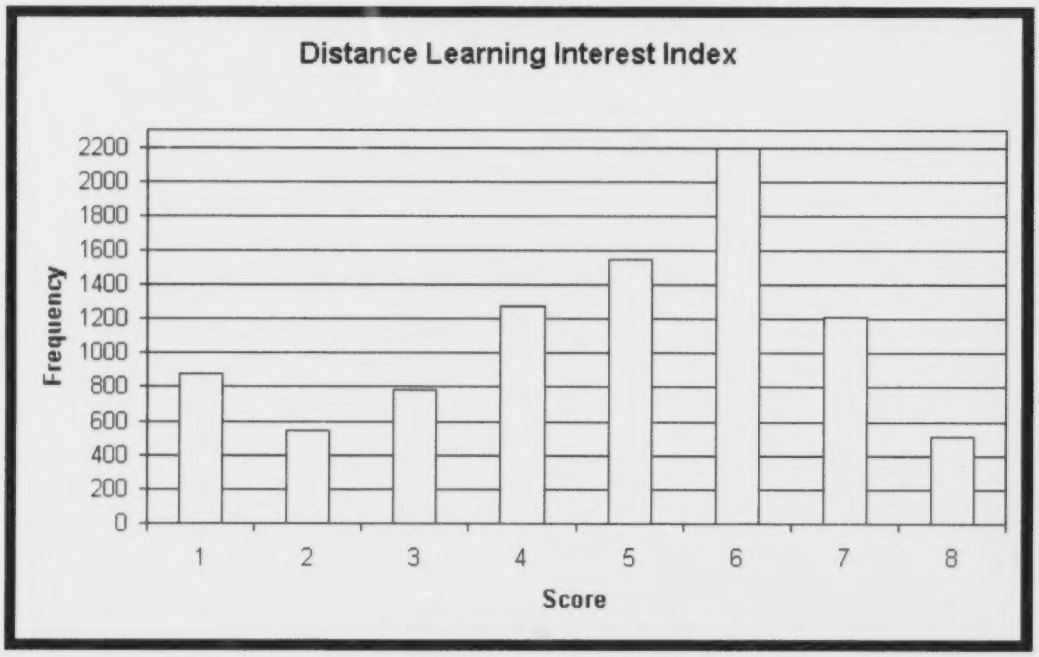

Table 14.

Distance Learning Interest Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	878	9.4	9.8	9.8
	2	546	5.9	6.1	15.9
	3	783	8.4	8.7	24.6
	4	1280	13.8	14.3	38.9
	5	1550	16.7	17.3	56.2
	6	2196	23.6	24.5	80.8
	7	1210	13.0	13.5	94.3
	8	512	5.5	5.7	100.0
	Total	8955	96.4	100.0	
Missing	System	337	3.6		
Total		9292	100.0		

The Interest Index scores were then collapsed into three categories. Table 15 shows the percentages of the weighted sample that scored low, medium, or high. Missing values resulted when one or more of the index items were not answered.

Table 15.

Distance Learning Interest Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low: 1 through 3	2207	23.8	24.6	24.6
	Medium: 4 through 5	2830	30.5	31.6	56.2
	High: 6 through 8	3918	42.2	43.8	100.0
	Total	8955	96.4	100.0	
Missing	System	337	3.6		
Total		9292	100.0		

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The Interest score was then examined by demographic subgroups. Table 16 shows the index score's means and standard deviations by age groups. (Note that these analyses totals will not match frequency tables totals. Means analyses are not possible for missing responses. Refer to frequency tables in appendix.)

Table 16.

Distance Learning Interest Index

23. Your age:	Mean	N	Std. Deviation
a. 19 or less	4.54	2672	1.96
b. 20-24	4.51	2515	1.99
c. 25-29	5.25	934	2.11
d. 30-34	5.23	736	1.14
e. 35-39	4.52	748	2.17
f. 40-49	5.22	910	1.86
g. 50 or more	5.86	440	1.70
Total	4.79	8955	1.97

Table 17 provides the Interest score means and standard deviations by gender.

Table 17.

Distance Learning Interest Index

24. Your sex:	Mean	N	Std. Deviation
a. female	4.91	4688	1.89
b. male	4.67	4267	2.04
Total	4.79	8955	1.97

Table 18 shows the Interest score means and standard deviations by cities within and outside the District.

Table 18.

Distance Learning Interest Index

Home ZIP Code	Mean	N	Std. Deviation
Castaic/Val Verde	5.07	623	1.52
Newhall	4.48	1112	2.07
Saugus/Agua Dulce	4.95	1595	1.88
Canyon Country	4.81	1804	1.96
Valencia	4.75	1796	2.17
Santa Clarita	6.00	16	.00
Outside of District	4.75	1929	1.83
Total	4.79	8875	1.96

Analysis of Indexes for Students with Previous Distance Learning Experience

The following research questions were posed:

1. Were the Readiness, Technology, and Interest Indexes higher for students who previously enrolled in computer enhanced or distance learning courses, including online courses (question 10 on the questionnaire), than for students who had no previous distance learning experience?
2. Of the students who had previous distance learning experience, were the Readiness Index, Technology Index, and Interest Index higher for students who successfully completed such courses, than for students who did not successfully complete them (question 11 on the questionnaire)?

Tables 19, 20 and 21 indicate that the index means are all higher for those who had previously enrolled in a distance learning course.

Table 19.

Distance Learning Readiness Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	21.73	1918	3.11
2 no	20.58	6700	2.78
Total	20.83	8619	2.89

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Table 20.

Distance Learning Technology Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	6.86	1996	3.09
2 no	5.76	7119	2.83
Total	6.00	9116	2.92

Table 21.

Distance Learning Interest Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	5.51	2003	1.82
2 no	4.59	6952	1.96
Total	4.79	8955	1.97

However, when analyzed for Question 11: "Did you successfully complete the course(s)," the relationship became more complex. The expectation was that the means would be higher for those who successfully completed some or all of the distance learning courses, and the means would be lowest for students who successfully completed none of the courses. However, for all three indexes, the mean was lowest for the middle category, "yes, some of them." Indeed, for the Technology index, the highest mean was recorded for the last category: "no, none of them."

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Table 22.

Distance Learning Readiness Index

11. Successfully?	Mean	N	Std. Deviation
1 a. yes, all of them	22.24	1318	2.79
2 b. yes, some of them	19.24	172	1.85
3 c. no, none of them	22.03	258	3.74
Total	21.91	1748	3.01

Table 23.

Distance Learning Technology Index

11. Successfully?	Mean	N	Std. Deviation
1 a. yes, all of them	7.07	1367	3.11
2 b. yes, some of them	5.77	201	2.66
3 c. no, none of them	7.78	258	2.51
Total	7.03	1826	3.03

Table 24.

Distance Learning Interest Index

11. Successfully?	Mean	N	Std. Deviation
1 a. yes, all of them	5.67	1373	1.62
2 b. yes, some of them	5.20	201	2.02
3 c. no, none of them	5.42	258	1.89
Total	5.58	1832	1.72

It is difficult to interpret these tables. One explanation is that we simply do not have enough respondents to have an accurate picture. The unweighted sample can be approximated by dividing the frequencies above by 22.444. Therefore, the last two categories had between 8 and 12 respondents -- probably not enough to be an accurate representation of the student population.

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Discussion

When the Readiness Index was collapsed into three groups, nearly 20 percent of the student body scored in the high group. Using the DeAnza model, College of the Canyons could say that distance education is a real possibility for 20 percent of the student body. Demographic variables were examined to find which groups had higher mean scores on the Readiness Index. The 40 to 49 year-old age group had the highest mean score on the index, while those 20 to 24 had the lowest. Males scored higher than females. Those residing in the Castaic/Val Verde area had the highest mean score while those in Newhall had the lowest. Interestingly, those residing outside the district, had a slightly lower mean Readiness Index score than the overall mean for the entire population (20.79 vs. 20.84).

The Technology Index measured access to computers, the Internet/World Wide Web, and to e-mail, as well as a student's level of experience with the Internet/World Wide Web and e-mail. When the scores were collapsed into three categories, 23 percent of the student body scored in the "high" group. When mean scores were examined by demographic variables, those in the 25 to 29 year-old age group had the highest technology readiness mean score while those in the "50 or more" group had the lowest. Males scored higher than females. Those residing outside the district had the highest Technology Index mean score, followed by those from Valencia. Student residents from Newhall had the lowest mean Technology Index.

When the Interest Index was collapsed into three groups, 44 percent of the student body scored in the "high" group. When examined by demographic factors, those in the "50 or more" age group had the highest mean score, while those in the 20 to 24 year-old age group had the lowest. Contrary to the two previous indices, females scored higher then males. Those residing in Castaic/Val Verde had the highest mean score while those from Newhall had the lowest.

One question asked: "Would the availability of an orientation or training course encourage you to enroll in a distance learning online course?" A total of 69 percent of the student body indicated that it would. This finding, combined with results from other distance education studies, provides evidence of the importance of training and support networks to the success of distance education.

When the three indexes were examined to see if those with previous distance learning experience actually scored higher than those who had not previously enrolled, the mean scores of enrollees were higher than the mean for those who hadnot previously enrolled in distance education courses. These results provide additional evidence of the validity of the indexes. It should be noted that 22 percent of the student body indicated it had previously enrolled in one or more computer-enhanced or distance learning courses, including online courses. Of those, 75 percent had successfully completed all the courses, while another 10 percent had completed "some of them." Only 15 percent of the previous enrollees had not successfully completed any of the courses. This is a high success rate.

A recent report by the College Board, "The Virtual University and Educational Opportunity: Issues of Equity and Access for the Next Generation," cautions distance

education enthusiasts. "While education is the great equalizer, technology appears to be a new engine of inequality, notes the authors (Gladieux and Swail, 1999). They argue that information technology may be carving out a digital divide between haves and have-nots. By reviewing the results of this survey by Zip Code areas, it is evident that student residents from Newhall scored lower on the three indexes. If we were to compare the average or median household incomes of each of the District Zip Code areas, the income levels of Newhall residents would be lower, if not the lowest in the District.

On a more positive note, the same study cites data from the most recent Freshman Norms report (Higher Education Research Institute, 1999, p.1) about the percentage of freshmen using e-mail during the last year, by institution type. The data show that e-mail usage varies widely by type of institution, with the greatest use among students enrolling in private universities (80%) and the lowest rates among students at public black colleges (41%). When we insert the information gathered from this survey about e-mail use by COC students, the data show that 83 percent of College of the Canyons students use e-mail, a rate higher than the rate for private universities. This is a remarkable finding and says much about the readiness of the student body for distance education.

Conclusions

The results show that a good portion of the student body are ready for distance education and, in fact, may expect to learn with computers and the latest information technology. Much of this may be driven by the demands of the labor market.

Recommendations

The following are practical suggestions for implementation of findings.

- 1. Encourage faculty and staff to make full use of the training services to be offered by the Greater Los Angeles Region California Virtual University Center, to be housed at Rio Hondo College. College of the Canyons is one of 3 colleges collaborating with Rio Hondo College on this project.

  2. Attention needs to be paid to what has been described as the "massive drop-out problems" of distance education courses. The dropout rates of the college's CTV courses are higher than traditional classroom courses. If care is not taken, the college might expect similarly high rates for the new online courses. Gladieux and Swail (1999, p. 16) note that "providers take care to build quality programs that include technical support and individualized attention to students, mentoring, and faculty-student exchanges."

The college may want to consider carrying out additional research that poses similar questions to faculty and staff about their readiness to provide online distance education.

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Distance Learning Survey

June 1999

Appendix

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Unweighted Descriptive Statistics and Frequency Tables for All Questionnaire Items

Weighted Descriptive Statistics and Frequency Tables for All Questionnaire Items

Weighted Descriptive Statistics and Frequency Tables for Community, Readiness Index, Techn and Interest Index

Weighted Analysis of Means: Readiness Index by Age, Gender, and Community

Weighted Analysis of Means: Technology Index by Age, Gender, and Community

Weighted Analysis of Means: Interest Index by Age, Gender, and Community

Means of Indexes Controlled for Responses to Question 10 "Have you enrolled in a distance ec course?"

Means of Indexes Controlled for Responses to Question 10, Limited to "Yes" Responses to Ques successfully complete the course(s)?"

Frequency Tables

For All Items

Unweighted

Section number:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0512	9	2.1	2.1	2.1
	0605	18	4.3	4.3	6.4
	1417	7	1.7	1.7	8.0
	1430	6	1.4	1.4	9.5
	1432	16	3.8	3.8	13.2
	3036	19	4.5	4.5	17.7
	3039	23	5.4	5.4	23.2
	3053	4	.9	.9	24.1
	3055	22	5.2	5.2	29.3
	3059	25	5.9	5.9	35.2
	3065	27	6.4	6.4	41.6
	3092	19	4.5	4.5	46.1
	3905	21	5.0	5.0	51.1
	4402	12	2.8	2.8	53.9
	4840	26	6.1	6.1	60.0
	5545	11	2.6	2.6	62.6
	5548	13	3.1	3.1	65.7
	6800	5	1.2	1.2	66.9
	6902	26	6.1	6.1	73.0
	6903	21	5.0	5.0	78.0
	6916	12	2.8	2.8	80.9
	6920	21	5.0	5.0	85.8
	7220	9	2.1	2.1	87.9
	7229	7	1.7	1.7	89.6
	8016	22	5.2	5.2	94.8
	8719	22	5.2	5.2	100.0
	Total	423	100.0	100.0	

1. I am a student who:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. gets things done early	162	38.3	38.8	38.8
	2 b. needs reminding	123	29.1	29.4	68.2
	3 c. puts things off	133	31.4	31.8	100.0
	Total	418	98.8	100.0	
Missing	System	5	1.2		
Total		423	100.0		

2. Classroom discussion is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. rarely helpful	19	4.5	4.5	4.5
	2 b. sometimes helpful	154	36.4	36.5	41.0
	3 c. always helpful	249	58.9	59.0	100.0
	Total	422	99.8	100.0	
Missing	System	1	.2		
Total		423	100.0		

3. On assignment directions, I prefer:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. figuring them out *myself*	29	6.9	6.9	6.9
	2 b. asking for help	197	46.6	47.0	53.9
	3 c. an explanation	193	45.6	46.1	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

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4. I need faculty comments on my work:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. in a few weeks	187	44.2	44.6	44.6
	2 b. in a few days	189	44.7	45.1	89.7
	3 c. right away	43	10.2	10.3	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

5. Time I have for distance learning is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. more than enough	83	19.6	20.2	20.2
	2 b. same as on campus	215	50.8	52.3	72.5
	3 c. less than campus	113	26.7	27.5	100.0
	Total	411	97.2	100.0	
Missing	System	12	2.8		
Total		423	100.0		

6. Having a regular campus schedule is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. extremely hard	84	19.9	20.0	20.0
	2 b. a little hard	242	57.2	57.6	77.6
	3 c. easy	94	22.2	22.4	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

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7. I would classify my reading as:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. good	230	54.4	54.8	54.8
	2 b. average	165	39.0	39.3	94.0
	3 c. slow	25	5.9	6.0	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

8. When I need help on a subject:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. I easily ask	259	61.2	61.4	61.4
	2 b. I uneasily as[illegible]	130	30.7	30.8	92.2
	3 c. I never ask	33	7.8	7.8	100.0
	Total	422	99.8	100.0	
Missing	System	1	.2		
Total		423	100.0		

9. Participating in class discussion is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. comfortable	239	56.5	56.6	56.6
	2 b. uncomfortable	112	26.5	26.5	83.2
	3 c. very uncomfortable	71	16.8	16.8	100.0
	Total	422	99.8	100.0	
Missing	System	1	.2		
Total		423	100.0		

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10. Have you enrolled in online class(es)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	94	22.2	22.2	22.2
	2 no	329	77.8	77.8	100.0
	Total	423	100.0	100.0	

11. Did you successfully complete it/them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. yes, all of them	67	15.8	73.6	73.6
	2 b. yes, some of them	13	3.1	14.3	87.9
	3 c. no, none of them	11	2.6	12.1	100.0
	Total	91	21.5	100.0	
Missing	System	332	78.5		
Total		423	100.0		

12a. Do you have a computer at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	359	84.9	86.3	86.3
	2 no	57	13.5	13.7	100.0
	Total	416	98.3	100.0	
Missing	System	7	1.7		
Total		423	100.0		

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12b. Do you have a computer at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	133	31.4	32.0	32.0
	2 no	283	66.9	68.0	100.0
	Total	416	98.3	100.0	
Missing	System	7	1.7		
Total		423	100.0		

12c. Do you have access to a campus computer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	189	44.7	45.4	45.4
	2 no	227	53.7	54.6	100.0
	Total	416	98.3	100.0	
Missing	System	7	1.7		
Total		423	100.0		

12d. No, I don't have access to a computer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	13	3.1	100.0	100.0
Missing	System	410	96.9		
Total		423	100.0		

13a. Do you have Internet access at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	309	73.0	73.7	73.7
	2 no	110	26.0	26.3	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

13b. Do you have Internet access at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	101	23.9	24.1	24.1
	2 no	318	75.2	75.9	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

13c. Do you have Internet access on campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	204	48.2	48.7	48.7
	2 no	215	50.8	51.3	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

13d. No, I do not have Internet access.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	39	9.2	100.0	100.0
Missing	System	384	90.8		
Total		423	100.0		

14. What is your Internet experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. none	39	9.2	9.3	9.3
	2 b. basic	200	47.3	47.7	57.0
	3 c. intermediate	128	30.3	30.5	87.6
	4 d. advanced	52	12.3	12.4	100.0
	Total	419	99.1	100.0	
Missing	System	4	.9		
Total		423	100.0		

15a. Do you have an e-mail account at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	275	65.0	65.5	65.5
	2 no	145	34.3	34.5	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

15b. Do you have an e-mail account at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	71	16.8	16.9	16.9
	2 no	349	82.5	83.1	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

15c. Do you have an e-mail account on campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	48	11.3	11.4	11.4
	2 no	372	87.9	88.6	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

15d. No, I do not have an e-mail account.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	106	25.1	100.0	100.0
Missing	System	317	74.9		
Total		423	100.0		

16. What is your e-mail experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. none	73	17.3	17.4	17.4
	2 b. basic	158	37.4	37.6	55.0
	3 c. intermediate	111	26.2	26.4	81.4
	4 d. advanced	78	18.4	18.6	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

17. Have you used a search engine?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	330	78.0	78.6	78.6
	2 no	81	19.1	19.3	97.9
	3 unsure	9	2.1	2.1	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

18. Have you gone online to research?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	362	85.6	86.8	86.8
	2 no	55	13.0	13.2	100.0
	Total	417	98.6	100.0	
Missing	System	6	1.4		
Total		423	100.0		

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19. My interest in taking an online class is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. high	77	18.2	18.6	18.6
	2 b. moderate	206	48.7	49.6	68.2
	3 c. low	132	31.2	31.8	100.0
	Total	415	98.1	100.0	
Missing	System	8	1.9		
Total		423	100.0		

20. Which classes are you most interested in:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. mostly online	90	21.3	21.8	21.8
	2 b. both	206	48.7	50.0	71.8
	3 c. all classroom	116	27.4	28.2	100.0
	Total	412	97.4	100.0	
Missing	System	11	2.6		
Total		423	100.0		

21. Would an training/orientation class encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	282	66.7	68.1	68.1
	2 no	132	31.2	31.9	100.0
	Total	414	97.9	100.0	
Missing	System	9	2.1		
Total		423	100.0		

22a. Would work schedule encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	293	69.3	70.1	70.1
	2 no	125	29.6	29.9	100.0
	Total	418	98.8	100.0	
Missing	System	5	1.2		
Total		423	100.0		

22b. Would home/family commitments encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	214	50.6	51.2	51.2
	2 no	204	48.2	48.8	100.0
	Total	418	98.8	100.0	
Missing	System	5	1.2		
Total		423	100.0		

22c. Would length of commute time encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	140	33.1	33.5	33.5
	2 no	278	65.7	66.5	100.0
	Total	418	98.8	100.0	
Missing	System	5	1.2		
Total		423	100.0		

22d. Would difficulty fitting a class into your schedule encourage you to enroll in an online class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	205	48.5	49.0	49.0
	2 no	213	50.4	51.0	100.0
	Total	418	98.8	100.0	
Missing	System	5	1.2		
Total		423	100.0		

23. Your age:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. 19 or less	136	32.2	32.8	32.8
	2 b. 20-24	149	35.2	35.9	68.7
	3 c. 25-29	37	8.7	8.9	77.6
	4 d. 30-34	29	6.9	7.0	84.6
	5 e. 35-39	20	4.7	4.8	89.4
	6 f. 40-49	36	8.5	8.7	98.1
	7 g. 50 or more	8	1.9	1.9	100.0
	Total	415	98.1	100.0	
Missing	System	8	1.9		
Total		423	100.0		

24. Your sex:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. female	244	57.7	58.8	58.8
	2 b. male	171	40.4	41.2	100.0
	Total	415	98.1	100.0	
Missing	System	8	1.9		
Total		423	100.0		

25. Your home ZIP code:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90230	1	.2	.2	.2
	91020	1	.2	.2	.5
	91040	1	.2	.2	.7
	91042	2	.5	.5	1.2
	91208	2	.5	.5	1.7
	91214	2	.5	.5	2.2
	91310	2	.5	.5	2.7
	91311	3	.7	.7	3.4
	91316	1	.2	.2	3.6
	91321	39	9.2	9.4	13.1
	91322	1	.2	.2	13.3
	91324	1	.2	.2	13.6
	91325	3	.7	.7	14.3
	91326	10	2.4	2.4	16.7
	91331	5	1.2	1.2	17.9
	91335	1	.2	.2	18.2
	91340	2	.5	.5	18.8
	91342	5	1.2	1.2	19.9
	91343	3	.7	.7	20.6
	91344	22	5.2	5.3	25.9
	91345	3	.7	.7	26.6
	91350	69	16.3	16.7	43.3
	91351	90	21.3	21.8	65.1
	91352	3	.7	.7	65.9
	91354	21	5.0	5.1	70.9
	91355	59	13.9	14.3	85.2
	91380	1	.2	.2	85.5
	91381	9	2.1	2.2	87.7
	91384	24	5.7	5.8	93.5
	91385	1	.2	.2	93.7
	91386	1	.2	.2	93.9
	91402	1	.2	.2	94.2
	91406	1	.2	.2	94.4
	91411	1	.2	.2	94.7
	91501	1	.2	.2	94.9
	91504	5	1.2	1.2	96.1
	91505	2	.5	.5	96.6
	91506	2	.5	.5	97.1
	91605	1	.2	.2	97.3
	92503	1	.2	.2	97.6
	93015	1	.2	.2	97.8
	93021	1	.2	.2	98.1
	93063	1	.2	.2	98.3
	93225	2	.5	.5	98.8
	93312	1	.2	.2	99.0
	93510	2	.5	.5	99.5
	93550	2	.5	.5	100.0
	Total	413	97.6	100.0	
Missing		10	2.4		
Total		423	100.0		

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Frequency Tables

For All Items

Weighted

Section number:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0512	225	2.4	2.4	2.4
	0605	388	4.2	4.2	6.6
	1417	163	1.8	1.8	8.3
	1430	128	1.4	1.4	9.7
	1432	431	4.6	4.6	14.4
	3036	371	4.0	4.0	18.4
	3039	480	5.2	5.2	23.5
	3053	83	.9	.9	24.4
	3055	417	4.5	4.5	28.9
	3059	544	5.8	5.8	34.8
	3065	574	6.2	6.2	40.9
	3092	422	4.5	4.5	45.5
	3905	542	5.8	5.8	51.3
	4402	319	3.4	3.4	54.7
	4840	645	6.9	6.9	61.7
	5545	189	2.0	2.0	63.7
	5548	323	3.5	3.5	67.2
	6800	100	1.1	1.1	68.3
	6902	527	5.7	5.7	73.9
	6903	432	4.6	4.6	78.6
	6916	311	3.3	3.3	81.9
	6920	396	4.3	4.3	86.2
	7220	209	2.2	2.2	88.4
	7229	187	2.0	2.0	90.5
	8016	426	4.6	4.6	95.0
	8719	461	5.0	5.0	100.0
	Total	9292	100.0	100.0	

1. I am a student who:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. gets things done early	3867	41.6	42.1	42.1
	2 b. needs reminding	2621	28.2	28.5	70.7
	3 c. puts things off	2694	29.0	29.3	100.0
	Total	9182	98.8	100.0	
Missing	System	110	1.2		
Total		9292	100.0		

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2. Classroom discussion is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. rarely helpful	437	4.7	4.7	4.7
	2 b. sometimes helpful	3373	36.3	36.4	41.1
	3 c. always helpful	5466	58.8	58.9	100.0
	Total	9276	99.8	100.0	
Missing	System	16	.2		
Total		9292	100.0		

3. On assignment directions, I prefer:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. figuring them out myself	629	6.8	6.9	6.9
	2 b. asking for help	4332	46.6	47.2	54.1
	3 c. an explanation	4215	45.4	45.9	100.0
	Total	9176	98.8	100.0	
Missing	System	116	1.2		
Total		9292	100.0		

4. I need faculty comments on my work:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. in a few weeks	4086	44.0	44.4	44.4
	2 b. in a few days	4154	44.7	45.1	89.4
	3 c. right away	973	10.5	10.6	100.0
	Total	9213	99.1	100.0	
Missing	System	79	.9		
Total		9292	100.0		

5. Time I have for distance learning is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. more than enough	1909	20.5	21.1	21.1
	2 b. same as on campus	4668	50.2	51.5	72.6
	3 c. less than campus	2486	26.7	27.4	100.0
	Total	9063	97.5	100.0	
Missing	System	229	2.5		
Total		9292	100.0		

6. Having a regular campus schedule is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. extremely hard	1901	20.5	20.6	20.6
	2 b. a little hard	5278	56.8	57.1	77.6
	3 c. easy	2070	22.3	22.4	100.0
	Total	9249	99.5	100.0	
Missing	System	43	.5		
Total		9292	100.0		

7. I would classify my reading as:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. good	5119	55.1	55.5	55.5
	2 b. average	3544	38.1	38.4	93.9
	3 c. slow	561	6.0	6.1	100.0
	Total	9224	99.3	100.0	
Missing	System	68	.7		
Total		9292	100.0		

8. When I need help on a subject:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. I easily ask	5862	63.1	63.2	63.2
	2 b. I uneasily ask	2732	29.4	29.4	92.6
	3 c. I never ask	683	7.3	7.4	100.0
	Total	9276	99.8	100.0	
Missing	System	16	.2		
Total		9292	100.0		

9. Participating in class discussion is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. comfortable	5578	60.0	60.1	60.1
	2 b. uncomfortable	2346	25.2	25.3	85.4
	3 c. very uncomfortable	1352	14.6	14.6	100.0
	Total	9276	99.8	100.0	
Missing	System	16	.2		
Total		9292	100.0		

10. Have you enrolled in online class(es)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	2041	22.0	22.0	22.0
	2 no	7251	78.0	78.0	100.0
	Total	9292	100.0	100.0	

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11. Did you successfully complete it/them?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. yes, all of them	1448	15.6	74.6	74.6
	2 b. yes, some of them	217	2.3	11.2	85.7
	3 c. no, none of them	277	3.0	14.3	100.0
	Total	1942	20.9	100.0	
Missing	System	7350	79.1		
Total		9292	100.0		

12a. Do you have a computer at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	7957	85.6	86.7	86.7
	2 no	1216	13.1	13.3	100.0
	Total	9174	98.7	100.0	
Missing	System	118	1.3		
Total		9292	100.0		

12b. Do you have a computer at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3043	32.7	33.2	33.2
	2 no	6131	66.0	66.8	100.0
	Total	9174	98.7	100.0	
Missing	System	118	1.3		
Total		9292	100.0		

12c. Do you have access to a campus computer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3903	42.0	42.5	42.5
	2 no	5270	56.7	57.5	100.0
	Total	9174	98.7	100.0	
Missing	System	118	1.3		
Total		9292	100.0		

12d. No, I don't have access to a computer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	277	3.0	100.0	100.0
Missing	System	9015	97.0		
Total		9292	100.0		

13a. Do you have Internet access at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	6879	74.0	74.3	74.3
	2 no	2375	25.6	25.7	100.0
	Total	9254	99.6	100.0	
Missing	System	38	.4		
Total		9292	100.0		

13b. Do you have Internet access at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	2370	25.5	25.6	25.6
	2 no	6884	74.1	74.4	100.0
	Total	9254	99.6	100.0	
Missing	System	38	.4		
Total		9292	100.0		

13c. Do you have Internet access on campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	4200	45.2	45.4	45.4
	2 no	5053	54.4	54.6	100.0
	Total	9254	99.6	100.0	
Missing	System	38	.4		
Total		9292	100.0		

13d. No, I do not have Internet access.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	900	9.7	100.0	100.0
Missing	System	8392	90.3		
Total		9292	100.0		

14. What is your Internet experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. none	818	8.8	8.9	8.9
	2 b. basic	4434	47.7	48.0	56.9
	3 c. intermediate	2765	29.8	29.9	86.8
	4 d. advanced	1216	13.1	13.2	100.0
	Total	9234	99.4	100.0	
Missing	System	58	.6		
Total		9292	100.0		

15a. Do you have an e-mail account at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	6115	65.8	65.9	65.9
	2 no	3158	34.0	34.1	100.0
	Total	9273	99.8	100.0	
Missing	System	19	.2		
Total		9292	100.0		

15b. Do you have an e-mail account at work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	1895	20.4	20.4	20.4
	2 no	7378	79.4	79.6	100.0
	Total	9273	99.8	100.0	
Missing	System	19	.2		
Total		9292	100.0		

15c. Do you have an e-mail account on campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	1006	10.8	10.9	10.9
	2 no	8267	89.0	89.1	100.0
	Total	9273	99.8	100.0	
Missing	System	19	.2		
Total		9292	100.0		

15d. No, I do not have an e-mail account.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 correct	2285	24.6	100.0	100.0
Missing	System	7007	75.4		
Total		9292	100.0		

16. What is your e-mail experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. none	1599	17.2	17.2	17.2
	2 b. basic	3505	37.7	37.8	55.0
	3 c. intermediate	2450	26.4	26.4	81.5
	4 d. advanced	1719	18.5	18.5	100.0
	Total	9273	99.8	100.0	
Missing	System	19	.2		
Total		9292	100.0		

17. Have you used a search engine?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	7262	78.1	78.3	78.3
	2 no	1781	19.2	19.2	97.5
	3 unsure	231	2.5	2.5	100.0
	Total	9273	99.8	100.0	
Missing	System	19	.2		
Total		9292	100.0		

18. Have you gone online to research?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	7863	84.6	85.1	85.1
	2 no	1375	14.8	14.9	100.0
	Total	9238	99.4	100.0	
Missing	System	54	.6		
Total		9292	100.0		

19. My interest in taking an online class is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. high	1671	18.0	18.2	18.2
	2 b. moderate	4663	50.2	50.9	69.1
	3 c. low	2831	30.5	30.9	100.0
	Total	9164	98.6	100.0	
Missing	System	128	1.4		
Total		9292	100.0		

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20. Which classes are you most interested in:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. mostly online	2107	22.7	23.1	23.1
	2 b. both	4533	48.8	49.8	72.9
	3 c. all classroom	2462	26.5	27.1	100.0
	Total	9102	98.0	100.0	
Missing	System	190	2.0		
Total		9292	100.0		

21. Would an training/orientation class encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	6342	68.3	68.9	68.9
	2 no	2866	30.8	31.1	100.0
	Total	9208	99.1	100.0	
Missing	System	84	.9		
Total		9292	100.0		

22a. Would work schedule encourage you to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	6503	70.0	70.0	70.0
	2 no	2789	30.0	30.0	100.0
	Total	9292	100.0	100.0	

2b. Would home/family commitments encourage yo to enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	4955	53.3	53.3	53.3
	2 no	4337	46.7	46.7	100.0
	Total	9292	100.0	100.0	

2c. Would length of commute time encourage you t enroll in an online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3145	33.8	33.8	33.8
	2 no	6147	66.2	66.2	100.0
	Total	9292	100.0	100.0	

2d. Would difficulty fitting a class into your schedul encourage you to enroll in an online class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	4747	51.1	51.1	51.1
	2 no	4545	48.9	48.9	100.0
	Total	9292	100.0	100.0	

23. Your age:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. 19 or less	2773	29.8	29.8	29.8
	2 b. 20-24	2598	28.0	28.0	57.8
	3 c. 25-29	934	10.1	10.1	67.9
	4 d. 30-34	758	8.2	8.2	76.0
	5 e. 35-39	785	8.4	8.4	84.5
	6 f. 40-49	1004	10.8	10.8	95.3
	7 g. 50 or more	440	4.7	4.7	100.0
	Total	9292	100.0	100.0	

24. Your sex:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 a. female	4961	53.4	53.4	53.4
	2 b. male	4331	46.6	46.6	100.0
	Total	9292	100.0	100.0	

25. Your home ZIP code:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90230	32	.3	.3	.3
	91020	30	.3	.3	.7
	91040	19	.2	.2	.9
	91042	42	.5	.5	1.3
	91208	45	.5	.5	1.8
	91214	35	.4	.4	2.2
	91310	45	.5	.5	2.7
	91311	57	.6	.6	3.3
	91316	16	.2	.2	3.5
	91321	909	9.8	9.9	13.4
	91322	22	.2	.2	13.6
	91324	16	.2	.2	13.8
	91325	61	.7	.7	14.4
	91326	188	2.0	2.0	16.5
	91331	96	1.0	1.0	17.5
	91335	22	.2	.2	17.8
	91340	42	.5	.5	18.2
	91342	99	1.1	1.1	19.3
	91343	57	.6	.6	19.9
	91344	437	4.7	4.7	24.7
	91345	53	.6	.6	25.3
	91350	1611	17.3	17.5	42.8
	91351	1943	20.9	21.1	63.9
	91352	61	.7	.7	64.6
	91354	434	4.7	4.7	69.3
	91355	1450	15.6	15.8	85.0
	91380	16	.2	.2	85.2
	91381	199	2.1	2.2	87.4
	91384	579	6.2	6.3	93.7
	91385	19	.2	.2	93.9
	91386	22	.2	.2	94.1
	91402	16	.2	.2	94.3
	91406	16	.2	.2	94.5
	91411	30	.3	.3	94.8
	91501	22	.2	.2	95.0
	91604	92	1.0	1.0	96.0
	91505	41	.4	.4	96.5
	91506	38	.4	.4	96.9
	91605	22	.2	.2	97.1
	92503	19	.2	.2	97.4
	93015	24	.3	.3	97.6
	93021	16	.2	.2	97.8
	93063	37	.4	.4	98.2
	93225	69	.7	.7	98.9
	93312	16	.2	.2	99.1
	93510	32	.3	.3	99.4
	93550	51	.5	.6	100.0
	Total	9196	99.0	100.0	
Missing		96	1.0		
Total		9292	100.0		

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.815	1281	13.8	13.8	13.8
	18.805	1448	15.6	15.6	29.4
	19.368	1317	14.2	14.2	43.5
	22.318	491	5.3	5.3	48.8
	22.444	404	4.3	4.3	53.2
	22.458	1325	14.3	14.3	67.4
	23.500	611	6.6	6.6	74.0
	29.533	443	4.8	4.8	78.8
	32.182	354	3.8	3.8	82.6
	36.615	476	5.1	5.1	87.7
	39.300	393	4.2	4.2	91.9
	41.667	250	2.7	2.7	94.6
	51.500	309	3.3	3.3	98.0
	95.000	190	2.0	2.0	100.0
	Total	9292	100.0	100.0	

Frequency Tables

For Community, Readiness Index, Technology Index, and Interest Index

Statistics

		Home ZIP Code	Distance Learning Readiness Index	Distance Learning Technology Index	Distance Learning Interest Index
N	Valid	9196	8619	9116	8955
	Missing	96	673	176	337
Mean		4.22	20.83	6.00	4.79
Std. Error of Mean		1.91E-02	3.12E-02	3.06E-02	2.08E-02
Median		4.00	21.00	6.00	5.00
Mode		4	21	5	6
Std. Deviation		1.83	2.89	2.92	1.97
Percentiles	25	3.00	19.00	4.00	4.00
	50	4.00	21.00	6.00	5.00
	75	5.00	23.00	8.00	6.00

Home ZIP Code

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Castaic/Val Verde	623	6.7	6.8	6.8
	Newhall	1130	12.2	12.3	19.1
	Saugus/Agua Dulce	1611	17.3	17.5	36.6
	Canyon Country	1965	21.1	21.4	58.0
	Valencia	1903	20.5	20.7	78.7
	Santa Clarita	16	.2	.2	78.8
	Outside of District	1947	21.0	21.2	100.0
	Total	9196	99.0	100.0	
Missing	No Response	96	1.0		
Total		9292	100.0		

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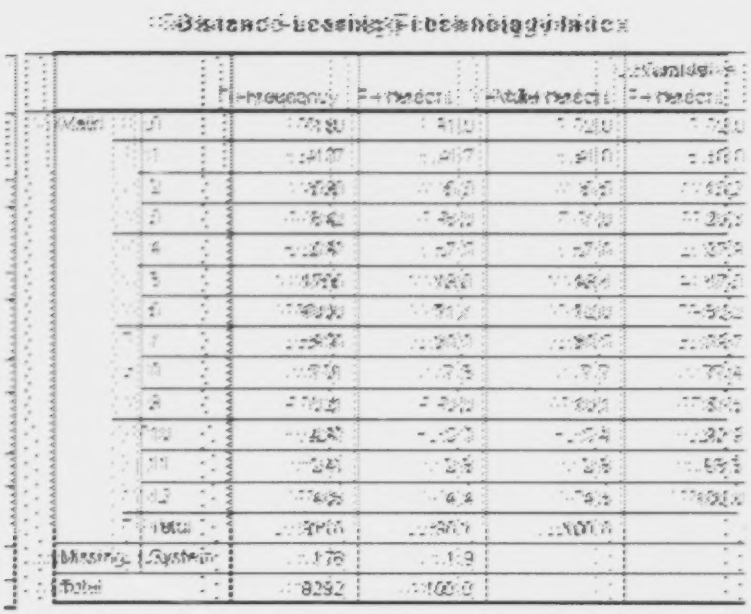
Distance Learning Readiness Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	92	1.0	1.1	1.1
	15	205	2.2	2.4	3.5
	16	215	2.3	2.5	5.9
	17	678	7.3	7.9	13.8
	18	595	6.4	6.9	20.7
	19	1152	12.4	13.4	34.1
	20	962	10.4	11.2	45.2
	21	1355	14.6	15.7	61.0
	22	795	8.6	9.2	70.2
	23	876	9.4	10.2	80.4
	24	730	7.9	8.5	88.8
	25	547	5.9	6.3	95.2
	26	237	2.5	2.7	97.9
	27	118	1.3	1.4	99.3
	28	22	.2	.3	99.5
	29	39	.4	.5	100.0
	Total	8619	92.8	100.0	
Missing	System	673	7.2		
Total		9292	100.0		



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Distance Learning Interest Index

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	878	9.4	9.8	9.8
	2	546	5.9	6.1	15.9
	3	783	8.4	8.7	24.6
	4	1280	13.8	14.3	38.9
	5	1550	16.7	17.3	56.2
	6	2196	23.6	24.5	80.8
	7	1210	13.0	13.5	94.3
	8	512	5.5	5.7	100.0
	Total	8955	96.4	100.0	
Missing	System	337	3.6		
Total		9292	100.0		

Means:

Readiness Index

By Age, Gender, and Community

READINES * Q23

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Report

Distance Learning Readiness Index

23. Your age:	Mean	N	Std. Deviation
1 a. 19 or less	20.48	2600	2.75
2 b. 20-24	20.20	2406	2.72
3 c. 25-29	21.61	875	2.64
4 d. 30-34	21.38	736	2.52
5 e. 35-39	20.77	675	2.74
6 f. 40-49	22.11	886	3.36
7 g. 50 or more	21.47	440	3.41
Total	20.83	8619	2.89

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Readiness Index * 23. Your age:	Between Groups	(Combined)	3661.881	6	610.314	76.732	.000
	Within Groups		68549.980	8611	7.960		
	Total		72211.861	8617			

Measures of Association

	Eta	Eta Squared
Distance Learning Readiness Index * 23. Your age:	.225	.051

READINES * Q24

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Report

Distance Learning Readiness Index

24. Your sex:	Mean	N	Std. Deviation
1 a. female	20.56	4466	2.94
2 b. male	21.13	4153	2.81
Total	20.83	8619	2.89

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Readiness Index * 24. Your sex:	Between Groups	(Combined)	719.160	1	719.160	86.680	.000
	Within Groups		71492.702	8617	8.297		
	Total		72211.861	8618			

Measures of Association

	Eta	Eta Squared
Distance Learning Readiness Index * 24. Your sex:	.100	.010

READINES * ZIP3

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Report

Distance Learning Readiness Index

Home ZIP Code	Mean	N	Std. Deviation
1 Castaic/Val Verde	21.32	623	3.18
2 Newhall	20.10	1115	2.59
3 Saugus/Agua Dulce	21.15	1434	3.16
4 Canyon Country	20.55	1722	3.30
5 Valencia	21.24	1719	2.31
6 Santa Clarita	20.00	16	.00
7 Outside of District	20.79	1909	2.75
Total	20.84	8538	2.90

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Readiness Index * Home ZIP Code	Between Groups	(Combined)	1314.278	6	219.043	26.548	.000
	Within Groups		70387.565	8531	8.251		
	Total		71701.842	8537			

Measures of Association

	Eta	Eta Squared
Distance Learning Readiness Index * Home ZIP Code	.135	.018

Means:

Technology Index

By

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TECHNO * Q23

Report

Distance Learning Technology Index

23. Your age	Mean	N	Std. Deviation
1. a. 19 or less	6.05	2709	2.44
2. b. 20-24	5.85	2547	2.96
3. c. 25-29	6.44	934	2.81
4. d. 30-34	6.08	736	3.49
5. e. 35-39	5.89	785	3.09
6. f. 40-49	6.00	965	3.41
7. g. 50 or more	5.73	440	3.01
Total	6.00	9116	2.92

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Technology Index * 23. Your age	Between Groups	(Combined)	291.709	6	48.618	9.710	.000
	Within Groups		77460.311	9109	8.504		
	Total		77752.000	9115			

Measures of Association

	Eta	Eta Squared
Distance Learning Technology Index * 23. Your age	.061	.004

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TECHNO * Q24

Report

Distance Learning Technology Index

24. Your sex:	Mean	N	Std. Deviation
1 a. female	5.69	4888	2.75
2 b. male	6.36	4227	3.06
Total	6.00	9116	2.92

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Technology Index * 24. Your sex:	Between Groups	(Combined)	1014.429	1	1014.429	120.469	.000
	Within Groups		76737.651	9113	8.421		
	Total		77752.080	9114			

Measures of Association

	Eta	Eta Squared
Distance Learning Technology Index * 24. Your sex:	.114	.013

TECHNO * ZIP3

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Report

Distance Learning Technology Index

Home ZIP Code	Mean	N	Std. Deviation
1 Castaic/Val Verde	6.16	562	3.07
2 Newhall	5.34	1115	2.78
3 Saugus/Agua Dulce	6.06	1576	2.90
4 Canyon Country	5.65	1946	2.95
5 Valencia	6.35	1880	2.90
6 Santa Clarita	7.00	16	.00
7 Outside of District	6.41	1925	2.81
Total	6.02	9019	2.91

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Technology Index * Home ZIP Code	Between Groups	(Combined)	1301.578	6	216.930	25.069	.000
	Within Groups		75000.489	9013	8.321		
	Total		76302.067	9019			

Measures of Association

	Eta	Eta Squared
Distance Learning Technology Index * Home ZIP Code	.131	.017

Means:

Interest Index

By

Age, Gender, and Community

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INTEREST * Q23

Report

Distance Learning Interest Index

23. Your age:	Mean	N	Std. Deviation
1 a. 19 or less	4.54	2672	1.96
2 b. 20-24	4.51	2515	1.99
3 c. 25-29	5.25	934	2.11
4 d. 30-34	5.23	736	1.14
5 e. 35-39	4.52	748	2.17
6 f. 40-49	5.22	910	1.86
7 g. 50 or more	5.86	440	1.70
Total	4.79	8955	1.97

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Interest Index * 23. Your age:	Between Groups	(Combined)	1426.262	6	237.544	63.095	.000
	Within Groups		33214.140	8948	3.712		
	Total		34639.401	8954			

Measures of Association

	Eta	Eta Squared
Distance Learning Interest Index * 23. Your age:	.203	.041

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INTEREST * Q24

Report

Distance Learning Interest Index

24. Your sex:	Mean	N	Std. Deviation
1 a. female	4.91	4688	1.89
2 b. male	4.67	4267	2.04
Total	4.79	8955	1.97

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Interest Index * 24. Your sex:	Between Groups	(Combined)	132.788	1	132.788	34.453	.000
	Within Groups		34506.613	8953	3.854		
	Total		34639.401	8954			

Measures of Association

	Eta	Eta Squared
Distance Learning Interest Index * 24. Your sex:	.062	.004

INTEREST * ZIP3

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Report

Distance Learning Interest Index

Home ZIP Code	Mean	N	Std. Deviation
1 Castaic/Val Verde	5.07	623	1.52
2 Newhall	4.48	1112	2.07
3 Saugus/Agua Dulce	4.95	1595	1.88
4 Canyon Country	4.81	1804	1.96
5 Valencia	4.75	1796	2.17
6 Santa Clarita	6.00	16	.00
7 Outside of District	4.75	1929	1.83
Total	4.79	8875	1.96

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Interest Index * Home ZIP Code	Between Groups	(Combined)	223.410	6	37.235	9.799	.000
	Within Groups		33696.501	8868	3.800		
	Total		33919.911	8874			

Measures of Association

	Eta	Eta Squared
Distance Learning Interest Index * Home ZIP Code	.081	.007

Means of Readiness Index Controlled for Responses to

Question 10 "Have you enrolled in a distance ed course?"

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Distance Learning Readiness Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	21.73	1918	3.11
2 no	20.58	6700	2.78
Total	20.83	8619	2.89

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Readiness Index * 10. Have you enrolled in online class(es)?	Between Groups	(Combined)	1959.228	1	1959.228	240.286	.000
	Within Groups		70252.634	8616	8.154		
	Total		72211.001	8617			

Measures of Association

	Eta	Eta Squared
Distance Learning Readiness Index * 10. Have you enrolled in online class(es)?	.165	.027

Means of Technology Index Controlled for Responses to

Question 10 "Have you enrolled in a distance ed course?"

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Distance Learning Technology Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	6.66	1998	3.09
2 no	5.78	7119	2.83
Total	6.00	9116	2.92

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Technology Index * 10. Have you enrolled in online class(es)?	Between Groups	(Combined)	1885.816	1	1885.816	226.523	.000
	Within Groups		75866.264	9113	8.325		
	Total		77752.080	9114			

Measures of Association

	Eta	Eta Squared
Distance Learning Technology Index * 10. Have you enrolled in online class(es)?	.156	.024

Means of Interest Index Controlled for Responses to

Question 10 "Have you enrolled in a distance ed course?"

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Distance Learning Interest Index

10. Enrolled?	Mean	N	Std. Deviation
1 yes	5.51	2003	1.82
2 no	4.59	6952	1.98
Total	4.79	8955	1.97

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Interest Index * 10. Have you enrolled in online class(es)?	Between Groups	(Combined)	1308.460	1	1308.460	351.465	.000
	Within Groups		33330.938	8953	3.723		
	Total		34639.401	8954			

Measures of Association

	Eta	Eta Squared
Distance Learning Interest Index * 10. Have you enrolled in online class(es)?	.194	.038

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Means of Readiness Index Controlled for Responses to

Question 11 "Did you successfully complete the course(s)?"

-- Limited to "Yes" Responses to Question 10 "Have you enrolled in a distance ed course?'

Distance Learning Readiness Index

11. Successfully?	Mean	N	Std. Deviation
1 a. yes, all of them	22.24	1318	2.79
2 b. yes, some of them	19.24	172	1.85
3 c. no, none of them	22.03	258	3.74
Total	21.91	1748	3.01

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Readiness Index * 11. Did you successfully complete it/them?	Between Groups	(Combined)	1387.273	2	693.636	82.744	.000
	Within Groups		14417.283	1745	8.262		
	Total		15784.556	1747			

Measures of Association

	Eta	Eta Squared
Distance Learning Readiness Index * 11. Did you successfully complete it/them?	.294	.087

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Means of Technology Index Controlled for Responses to

Question 11 "Did you successfully complete the course(s)?"

-- Limited to "Yes" Responses to Question 10 "Have you enrolled in a distance ed course?"

Distance Learning Technology Index

11. Successfully?	Mean	N	Std. Deviation
1. a. yes, all of them	7.07	1367	3.11
2. b. yes, some of them	5.77	201	2.66
3. c. no, none of them	7.78	258	2.51
Total	7.03	1826	3.03

17. Have you used a search engine?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. yes	330	78.3	78.6	78.6
	2. n	81	19.1	19.3	97.9
	3. never	9	2.1	2.1	100.0
	Total	420	99.3	100.0	
Missing	System	3	.7		
Total		423	100.0		

Measures of Association

	Eta	Eta Squared
Distance Learning Technology Index * 11. Did you successfully complete it/them?	.167	.028

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Means of Interest Index Controlled for Responses to

Question 11 "Did you successfully complete the course(s)?"

-- Limited to "Yes" Responses to Question 10 "Have you enrolled in a distance ed course?"

Distance Learning Interest Index

11. Successfully?	Mean	N	Std. Deviation
1 a. yes, all of them	5.67	1373	1.62
2 b. yes, some of them	5.20	201	2.02
3 c. no, none of them	5.42	258	1.89
Total	5.58	1832	1.72

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Distance Learning Interest Index * 11. Did you successfully complete it/them?	Between Groups	(Combined)	46.870	2	23.335	7.993	.000
	Within Groups		5339.660	1829	2.919		
	Total		5386.330	1831			

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Measures of Association

	Eta	Eta Squared
Distance Learning Interest Index * 11. Did you successfully complete it/them?	.093	.009

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